

PDAC
November 18, 2020
Meeting Minutes

Barb Volpe	Joellyn Whitehead	Miranda Lin
Bela Mote	Johnna Darragh Ernst	Rebecca Livengood
Beth Knight	Joleen Patton	Rebecca Pruitt
Carie Bires	Joni Scritchlow	Sandy Young
Carol Franke	Joyce Weiner	Sara Beach
Cindy Berrey	Julie Lindstrom	Shanna Edison
Cindy Rice	Karen McCarthy	Sharyl Robin
Danyle Watkins	Lauri Morrison Frichtl	Shauna Ejeh
Darlene Wills	Laurie Rhodes	Sherial McKinney
Dawn Munson	Leslie Layman	Stephanie Bernoteit
Debbie Rogers Jaye	Madelyn James	Stephanie Hellmer
Diane King	Marcus Brown	Stephanie Herling
Emily Dorsey	Marge Holland	Tammy Landgraf
Gail Nelson	Melissa Batchelor	Tammy Notter
Heidi Elliott	Melissa Szymczak	Teri Meismer
	Mikki Sherwood	Teri Talan

PDAC Steering Welcome Johnna Darragh Ernst and Stephanie Bernoteit
Review and Approval of Minutes (Attachment A)

- September 23, 2020
 - Any issues with the minutes were to be typed into the chat, no issues were typed into the chat. The minutes passed by silence.

2020 Celebrations

- 2,400 Gateways Credentials were awarded in FY2020.
- 293,193 i-Learning courses were completed in FY2020.
- More than 8,000 likes on Facebook, reaching 1,500 – 8,000 people daily depending on posts.
- Five PDAC recommendations were approved by the Illinois Department of Human Services (IDHS) in FY 2020.
- ESL/Bilingual credential is in final pilot stage.
- Anti-Racist & ESL Bilingual resources were created to share on the Gateways Website.

Qualification and Credentials Recommendation (Attachment B)

- **RECOMMENDATION:** The Qualifications & Credentials (QC) Committee recommends the Infant Toddler Mental Health 7.5 clock hours of training required for the renewal for the Infant Toddler Credential be lowered to 6 clock hours.
 - **RATIONALE:** All Gateways Credentials must be renewed every five years. Currently, the Infant Toddler Credential requires 7.5 clock hours specific to infant toddler mental health (ITMH). The QC Committee recommends lowering the ITMH training hours required for renewal of the Infant Toddler Credential to 6 hours. This aligns with common training delivery models of a full day of training (6 hours of professional development) or a series of three webinars/workshops (2 hours of professional development).

- **Recommendation passed.**

Illinois Staffing and Salary Survey Information

- Data from the 2019 Illinois Salary and Staffing Survey, the forthcoming Illinois Early Childhood Care and Education Workforce 2020 Report, and the Gateways Registry were used to produce the following information.
- Trends Regarding Licensed Child Care Centers
 - Center Directors:
 - 23.9% have associate degrees in 2020 vs 23.6% in 2018
 - 40.0% have Bachelor's degrees in 2020 vs 40.6% in 2018, while in 2016 it was 41.9%
 - 21.4% have graduate degrees in 2002 vs 20.3% in 2018
 - Center Teachers
 - 26.8% have a high school or GED in 2020 vs 24.6% in 2018
 - 24.9% have associate degrees in 2020 vs 24.9% in 2018
 - 34.7% have bachelor's degrees in 2020 vs 36.6% in 2018 while in 2016 it was 39.2%
 - 8.6% have graduate degrees in 2020 vs 9.0% in 2018
 - Assistant Teachers
 - 69.0% have a high school diploma or GED vs 65.5% in 2018
 - 11.2% have associate degrees in 2020 vs 12.9% in 2018
 - 13.0% have bachelor's degrees in 2020 vs 14.6% in 2018
- Credential Information
 - 32.6% of center directors have attained and ECE Credential
 - 22.3% of licensed center teachers have attained on ECE Credential
 - 4.2% of licensed center assistant teachers attained an ECE Credential
- Benefits Survey for licensed child care centers
 - 51.1% offer health insurance
 - 45.5% offer retirement
 - 44.9% offer dental insurance
 - 92.9% offer vacation
 - 90.7% offer paid holiday
 - 77.3% offer paid sick leave
- Median hourly wages in licensed child care centers
 - \$21.56 administrator
 - \$13.84 EC teacher
 - \$11.17 EC assistant teacher
 - Overall staff wage increases generally not keeping up with inflation
- FCC Data
 - 91.9% of FCC providers have some form of health insurance
 - 22.6% of FCC providers received some form of public assistance in the proceeding 2 years
 - Average net income was \$14,868 for FCC providers
 - Average of 17 years of experiences
- Turnover teacher (2017-2019) decrease from 33.6% to 32.1%, but assistant teacher increased 39.1% to 46.1%
- Salary and staff report is available <https://www.dhs.state.il.us/page.aspx?item=125472>

Deeper Dive into the IBHE PPT Information

- Three broad areas of the IBHE Strategic Plan
 - Affordability of higher education
 - Increase attainment of post-secondary credentials
 - Intentional higher education systems serve equitability students who have traditionally been under served and under-represented.

- Post-secondary attainment varies across the state, with improvement overall, but few counties are on track for the 60% by 2025 project. The link has additional information and an interactive map <https://www.ibhe.org/equity.html>
- Education attainment in Illinois by race/ethnicity for a bachelor's degree or higher:
 - Asian 64.0%
 - Other 40.2%
 - White 38.1%
 - African American 21.4%
 - Latinx 14.1%
- Overall undergraduate enrollment has dropped 16% since 2015.
 - Enrollment for white students has decreased 23%
 - Enrollment for African American students has decreased by 29.2%
 - African American students are placed in developmental education at higher rates and are accumulating fewer credit hours
 - These gaps are across all groups of higher education (private, community college, public universities)
- Latinx Student Equity Gaps
 - Latinx enrollment has increased since 2013, but students are placed in developmental education at higher rates than white students, thus accumulate fewer credit hours.
 - Latinx students have less access to dual credit but proportional access to advance placement classes.
 - Latinx transfer students retention and progression is higher than white students.
- Low Income Students (K-12) one out of two students at public schools are low income and have higher low income students having less access to AP and dual credit course.
- State initiatives highlights to provide supports have created a “Stay the Course Campaign” for student to learn more about higher education.
- The IBHE Strategic Planning process information can be found at <https://www.ibhe.org/IBHE-Strategic-planning-meetings.html>

Breakout Session Group Report Back

- Group 1
 - Focused on data shared on the decrease in the number of bachelor's degrees being awarded and the higher number of high school diploma or GEDs.
 - The importance that the workforce represents the children being supported.
 - Discussion on the challenges of the turn-over rate and the impact of the pandemic on turn-over and the field in general.
- Group 2
 - Surprised by the increase in professional development opportunities in the last 9/10 months.
 - Would like a deeper dive into the evaluation of the data to see what methods or tools are working and what is not working.
 - The sharp increase regarding the number of teachers with high school diplomas and GEDs.
 - Surprised, jarring, and upsetting that there is a trend of decreased enrollment in ECE higher education programs, and what can be done to reverse the trend.
 - The importance of a strong mentoring system for new teachers.
 - Re-look at initiatives for on-going professional development for higher levels of credentials or degrees.
 - Should re-think a bonus structure or student relief to encourage practitioners attempting a higher degree.
- Group 3
 - Surprised at the continued disparity for African Americans attending college and the high number of non-credit bearing courses being taken.
 - Follow up question, how does this impact financial support and increasing debt load for African Americans?

- How to engage and increase FCC participation in ECE matters.
- Concern about the closing of higher education programs especially in southern Illinois.
- Group 4
 - Discussion on how hard it is to complete college, yet only see small increases in salary with the advanced degree.
 - Impact of COVID on the field.
 - The negative impact on students who don't have a good transfer system from a 2-year to a 4-year higher education institution.
- Group 5
 - Surprised at the number of individuals who have a high school or GED in the field.
 - Want to know if practitioners are moving out of the field or just shifting within the field. If moving out of the field would like a deeper dive to see where they are going.
 - Waving the credential fee has such a positive impact, would like to see other positive monetary decisions for the field.
- Group 6
 - Not surprised by the data of people leaving the field. Must be mindful of losing people to non-related field such as Target or Starbucks where benefit are often offered to part-time workers.
 - Look at loan forgiveness and scholarships to help those in the field.
 - Higher Education Institutions need to encourage diversity in ECE Programs and need to have strategies to retain students in order to finish their degrees. Need a concentrated effort to support non-traditional students.

Strategic Plan IX

- Current plan ends June 30, 2021.
- Need to think about a decade of work, this plan is the first 3 years of a bigger vision. The Strategic Plan IX will go into effect on July 1, 2021 and will end on June 30, 2024.
 - The Steering Committee will meet in December to begin planning and will have recommendations being put forward from GOECD for potential inclusion. Steering will use on-going state work including the Illinois Funding Commission to help inform the Strategic Plan.
 - Committees will meet in February/March to review the overarching goals and objectives and to give input in order to add, enhance, and refine.
 - Committee tri-chairs bring back this information to Steering in March to look for overlap, where committees could work together on these goals, and to see if something is missing. Steering will assign goals and objectives to a committee if needed.
 - These goals and objective are brought back for refinement by the committees.
 - In May Steering will review and approve in order to send to PDAC in June for overall final approval. The PDAC Strategic Plan moves to IDHS as a recommendation for review, approval, and implementation with a start date of July 1, 2021.

State Reports

- Illinois Department of Human Services
 - No report.
- Illinois State Board of Education
 - Professional Development providers are using a variety of ways of presenting trainings and with staff.
- Illinois Head Start Association
 - Holding on-going meetings with staff and managers across the state to make sure services are meeting the needs of children and families especially due to CVOID.
 - Difficult to find qualified staff to fill open positions and centers are not fully enrolled. Families are concerned about in person class settings.
 - Funding under continuing resolution until December or possibility longer.
 - Continue to work with GOECD on a cohort for parent cafes.
- Illinois Action for Children

- Providers are having trouble maintaining staff and staffing ratios due to COVID-19.
- Worry in Cook County that even though the county is at Tier 3, child care centers will remain open.
- Because the Fair Tax provision was not passed limited revenue will be available and budget cuts are expected. The hope is that since child care has been deemed essential that cuts will not be too severe. In addition, child care enrollment is so low that cuts would not be necessary.
- PPD is no longer readily available.

Impact of the Governor’s Funding Commission

- Commission has been working for almost a year to develop recommendations that will go to the Governor regarding early childhood state systems.
- Four subcommittees have been formed:
 - Funding adequacy
 - Funding mechanism
 - Management & Oversight
 - Inclusion
- Recommendations
 - One re-designed funding system (centralize funding and distribution)
 - One new state agency (centralize state ECEC agency programs)
 - One funding goal (\$13.6 B)
- Priorities through the end of the year
 - Racial equity group starting
 - Technical work group starting
 - Collect Feedback
 - Draft a final report

Committee Reports

- Financial Supports Committee is working on recommendations and hope to have in final form at the beginning of 2021.
- Information and Trends Committee co-chair Dawn Thomas is stepping down. PDAC extended its thanks to Dawn for her many years of support and dedication.

Adjourn





RECOMMENDATION FOR APPROVAL

DATE: September 2, 2020

COMMITTEE MAKING RECOMMENDATION: Qualifications & Credentials (QC) Committee

RECOMMENDATION: The Qualifications & Credentials (QC) Committee recommends the Infant Toddler Mental Health 7.5 clock hours of training required for the renewal for the Infant Toddler Credential be lowered to 6 clock hours.

RATIONALE: All Gateways Credentials must be renewed every five years. Currently, the Infant Toddler Credential requires 7.5 clock hours specific to infant toddler mental health (ITMH). The QC Committee recommends lowering the ITMH training hours required for renewal of the Infant Toddler Credential to 6 hours. This aligns with common training delivery models of a full day of training (6 hours of professional development) or a series of three webinars/workshops (2 hours of professional development).

DISPOSITION:

PDAC Qualifications and Credentials Committee

Approved: X **Date:** 9/2/2020

Disapproved: **Date:**

DISPOSITION:

PDAC Steering Committee

Approved: X **Date:** 10/14/2020

Disapproved: **Date:**

DISPOSITION:

PDAC

Approved: X **Date:** 11/18/2020

Disapproved: **Date:**

DISPOSITION:

IDHS, Bureau of Child Care and Development

Approved: **Date:**

Disapproved: **Date:**